

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> FEB - 6 AM 9:49 </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Somerset ISD	015909		
Vendor ID #	ESC Region #		
746002325	20		
Mailing address	City	State	ZIP Code
7791 6 th Street	Somerset	TX	78069

Primary Contact

First name	M.I.	Last name	Title
Sheila		Collazo	Associate Superintendent
Telephone #	Email address		FAX #
866-852-9858	sheila.collazo@sisdk12.net		866-448-2695

Secondary Contact

First name	M.I.	Last name	Title
Liliaana		Perez	Director, Technology
Telephone #	Email address		FAX #
866-852-9858	liliaana.perez@sisdk12.net		866-448-2695

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sheila		Collazo	Associate Superintendent
Telephone #	Email address		FAX #
866-852-9858 x6359	sheila.collazo@sisdk12.net		866-448-2695

Signature (blue ink preferred)

Date signed

2/2/2018

Only the legally responsible party may sign this application.

701-18-103-133

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015909

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Somerset High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The decision to move to 1:1 has been a purposeful and thoughtful process for Somerset ISD. The transition began with providing teachers with the technology necessary to become experts at integrating technology with classroom content and pedagogy, along with extensive training on Project-Based Learning (PBL) and Google Classroom Domains. This has opened new doors for teacher professional development, collaboration, and communication through other initiatives during the last four years. Since high school classes frequently have students from multiple grade levels and a priority is to ensure that students are college and career ready, the decision was made to initiate 1:1 at that school.

The goal is to enhance 21st Century innovative practices and college and career readiness by equipping every student with a Chromebook device. In addition, we will continue the phased implementation plan to increase student access to technology in the elementary and middle school grades. This initiative is a result of the district strategic plan and in accordance with the district's multi-year Technology Plan designed to improve teaching and learning, and support curriculum and instruction for all students from Pre-K through grade 12 with digital learning tools and resources. We are also working toward expanding the frequency and design of instructional settings using digital content, as well as increasing the availability of online resources to raise the level of academic excellence and foster information literacy. In addition to the Chromebook, economically disadvantaged students will have the opportunity to check out a Mifi device, giving them access to the Internet outside of school.

The Google domain has been established and is operational, though on-demand technology is necessary for 24/7 access with students. The district has been transitioning email and productivity tools for staff and student use to this domain. Teachers have embraced Google Classroom as a way to organize classroom assignments and interact with students' learning.

Distribution will include an agreement for proper care of the device and an option to insure against unintentional damage. Chromebooks are affordable, lightweight, fast, and simple to use. They operate on a Google Chrome Operating System (OS), where data is stored in the cloud using Google Docs making digital access and formative assessments even simpler to integrate into instructional practices. In addition, Chromebooks have a multi-user interface and distribution of applications through a management console. Chromebooks have a dedicated keyboard, long-battery life, and low maintenance and support. Further, the OS is continually updated and ensures that viruses are non-existent.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In support of 1:1 at Somerset High School, a support center will be established at the school library which is currently being transformed to a full media center with multi-purpose collaboration and technology rooms that facilitate PBL. Through the student internship program, student interns will make up the Student Technology Assistance Team (STAT) and will address obstacles that emerge along the way, in collaboration with the librarian and campus technologist.

Our implementation plan, following this first year of 1:1 at Somerset High school, will be to begin a cycle of distributing new devices to students in grades 7 and 8 who are currently served at the junior high campus. At the same time, we will re-assign the devices of graduating students to grade 6, allowing a quicker path towards accomplishing our goal of 1:1 in prior grades from one year to the next.

Evaluation and progress monitoring are critical to the success of any program. The methods described in this grant will allow us to efficiently and reasonably monitor the progress and effectiveness of the resources. Support for the grant will be evident throughout implementation, as we are prepared to earmark additional resources beyond what is provided by the grant to increase the productivity and efficiency of the program, such as extended library hours, additional wireless access points if necessary, and support from the district's technology staff.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$14,775	\$0	\$14,775
Schedule #9	Supplies and Materials (6300)	6300	\$83,572	\$0	\$83,572
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$98,347	\$0	\$98,347
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$98,347	\$0	\$98,347

Administrative Cost Calculation

Enter the total grant amount requested:	\$98,347
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$ N/A
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015909

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$14,775
(Sum of lines a and b) Grand total		\$14,775

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:015909

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$83,572
Grand total:		\$83,572

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 015909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015909

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	761	70.59%	
Limited English proficient (LEP)	73	6.77%	
Disciplinary placements	48	.04%	Current Year DAEP Placements
Attendance rate	NA	95.7%	
Annual dropout rate (Gr 9-12)	NA	0.9%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										320	0	0	0	320

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD has an established Technology Strategic Planning Committee comprised of district- and campus-level administrators and teachers. The purpose of this committee is to review how existing technology resources support teaching and learning, and gather information from multiple stakeholders to project and plan for future technology needs. A district-wide survey was administered to all instructional staff to collect data regarding needs. This grant focuses specifically on serving Somerset High School to fully implement three years of staff-level training with Project-based Learning (PBL) and Google Classroom expectations. The needs assessment indicates that both initiatives required 1:1 computing devices where students have 24/7 access. In addition, the campus vision for 'college and career ready students' necessitates that all learners are fully engaged in individualized, real-world learning experiences that are supported through digital tools, on-demand connectivity, and diverse learning communities, including digital platforms. The process standards of the TEKS and the College and Career Readiness Standards also address learning expectations that require various types of thinking processes, complex decision-making and problem-solving, and real-world applications that incorporate digital learning outcomes. There is a clear divide between students who have access to resources beyond the school day and our economically disadvantaged population.

The needs assessment process details that all classrooms are currently equipped with interactive boards. However, current personal computing options at the campus are limited to Chromebook carts assigned to each department, often limiting when students have access to digital resources and computing devices. There is a need for student devices to meet the academic needs of students and staff as pedagogy and curriculum shift to focus on real-world learning opportunities that mirror how our digital native students learn best – through on-demand digital resources. The economic status of students and families in the high school also creates a strong digital divide. Because the Chromebook carts are currently used, teachers are prepared to incorporate technology and information-rich learning experiences that meet the needs of all students and communicate to learners the expectation for exemplary products and outcomes. The 1:1 technology resources are, therefore, necessary to ensure day-to-day instruction includes technology as a means to access curriculum and instruction, improve student engagement, create authentic learning environments that reflect college and workforce expectations, increase learning opportunities, and encourage the use of different and innovative methods for 21st Century teaching and learning.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Establish 21 st Century learning outcomes and experiences campus-wide that foster intellectual curiosity through reasoning, critical thinking, problem solving, research, writing, and ethical work habits, as aligned to the college and career readiness standards and global workforce success.	The devices allow students to gather, organize, manage, and analyze information and deepen engagement in academics using a variety of formats, and to acquire needed college and career readiness skills in collaboration with their teachers and peers both locally and globally. These experiences will require the application and mastery of cross-disciplinary standards and research-based strategies across subject areas and contexts as key cognitive and foundation skills for post-secondary success.
2.	All students have access to technology, tools, electronic instructional materials, curriculum and instruction resources, and district services which individualize instruction and create real-world learning experiences for all students 24/7, including the shift to online textbooks and assessments. Minimizing the performance gap between economically disadvantaged and non-economically disadvantaged students is a priority with this access need.	Devices will ensure that all students have equitable access to technology and productivity tools and e-learning technologies, including electronic instructional materials and the Somerset ISD Google Classroom Domain where students have access 24/7. This is important as more and more curriculum resources are digital. The devices will provide equitable access to technology for all students, eliminating the digital divide, particularly for economically disadvantaged students at home and school allowing more opportunities for individualized instruction.
3.	Create systems of support for teachers and students to ensure full implementation of 1:1 devices that 1) maximize teaching and learning campus-wide, 2) create a new norm for digital teaching and learning, and 3) extend learning to the home and community through online learning environments.	Each layer of support for students, educators, parents, and partners will include goals and measurable outcomes that incorporate and model the integration of technology as a seamless process using learner-centered outcomes as the lens for decision-making. This grant will allow us to purchase Mifi devices that students check out to continue working on projects or research at home.
4.	Students need to experience learning in real-world, authentic settings that mirror the expectation for higher performance and engagement in the global and digital workforce, including project-based learning that is interdisciplinary in nature. Students also need the technology necessary to communicate and display work and products in a clear and coherent manner using 1:1 devices where work habits are continuous.	The devices will ensure that all students have ongoing 1:1 access to curriculum and supporting resources that exemplify expectations for post-secondary college and career work habits and outcomes, including projects, products and other expected results.
5.	Real-time access and feedback is available for teachers and students to address students' strengths, struggles, and to improve academic achievement.	Real-time devices will give teachers the ability to measure and monitor what matters most and have timely actionable results. Teachers will be able to make instructional decisions in real time to meet the needs of all of their students through digital access, feedback, and formative assessments.

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Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assoc. Supt. for Instructional Services	Extensive experience with system-level implementation of initiatives and plans that have created technology-rich learning environments at the high school for STEM, Robotics, Engineering, from planning to full implementation, leveraging resources from community partners such as Toyota.
2.	Technology Director	With an extensive background in educational technology, the director is fully supportive of the proposed Chromebooks. The director and staff will assist in delivering and managing the Chromebooks, along with the Google Apps for Education console
3.	High School Principal	The principal has proven to be a supporter of the use of educational technology. He seeks resources to provide his teachers with training on current technology and demonstrates the innovative leadership needed to fully execute a 1:1 initiative.
4.	Hardware Specialist	The campus will be assigned a technician to take care of any needed in-house repairs or servicing of the Chromebooks in a timely manner.
5.	Librarian and Campus Technologists	These positions are critical to this project to facilitate support, checkout/in processes for the Chromebooks and Mifi device, and other program management activities, as coordinated through district and campus leadership.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Align the 1:1 Strategic Plan to District and State Long-Range Plans for Technology	1. Review and revise the existing plan	03/01/2018	03/30/2018
		2. Earmark supplemental state and local resources	03/01/2018	04/30/2018
		3. Communicate to internal and external stakeholders.	06/01/2018	08/30/2018
2.	Ensure district infrastructure is robust and accessible	1. Continue configuring and building the infrastructure	12/1/2017	09/01/2018
		2. Purchase and install needed equipment	02/15/2018	09/01/2018
		3. Establish a long-term maintenance plan	03/01/2018	05/01/2018
		4. Identify eRate funding options and other resources	02/01/2018	09/01/2018
3.	Achieve a personal computing device ratio of 1:1 for students	1. Inventory current Chromebook counts	03/01/2017	03/30/2018
		2. Purchase Chromebooks	07/01/2018	09/01/2018
		3. Cyber Safety Training and Assessment	07/01/2018	09/15/2018
		4. Student and Parent Orientation	08/15/2018	09/15/2018
		5. Chromebook Checkout/in	09/01/2018	09/15/2018
4.	Provide on-demand access for staff, students, and parents	1. Introductory Meeting	08/15/2018	09/15/2018
		2. Google Apps for Education	02/01/2018	06/08/2019
		3. Use of one-to-one computers in the classroom	09/01/2018	06/08/2019
		4. Feedback meetings every grading period	09/30/2018	06/08/2019
		5. Continuous after school training	09/01/2018	04/30/2019
5.	Develop a committee to evaluate program implementation and procedures	1. Introductory Meeting	04/03/2018	06/08/2019
		2. Committee will review orientation and checkout	07/01/2018	06/30/2019
		3. Committee will review end of year procedures	04/01/2018	06/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Collaboration is an important factor in monitoring goals and objectives within any organization. Somerset ISD uses Eduphoria Aware as a means to house and share data from district and state assessments, professional development results, teacher observation data that includes technology integration, and options for feedback/survey systems. The district also uses an online management system for district and campus improvement plan goals and objectives. A section of the plan will include this 1:1 initiative which will be formatively reviewed each quarter, in addition to the ongoing data collection from staff and students regarding the effectiveness of the program. Once uploaded, directors, administrators, and teachers have access to any data relevant to their assignment. This data is analyzed to uncover areas in need of improvement, as well as points of success. Principals meet with district administrators once a week and regarding important updates and required action from all district departments. The principals in turn, disseminate this information to their campuses. Teachers meet regularly as teams and departments to plan, implement, reflect, and revise best practices for meeting district and campus goals. The district uses Eduphoria Forethought to house the lesson plans, allowing teachers to collaborate with their team and document how technology is integrated with instruction. Administrators are also able to view the teachers' lesson plans in this system to follow up on how teachers are implementing the plans. Administrators conduct regular classroom walk-throughs to observe how teachers are progressing on current district initiatives. Parents are kept informed by an automated messaging system that can make phone calls at the district or campus level to send important messages and reminders. Focus groups with students and parents are used to collect data. This initiative will be incorporated to collect 1:1 implementation data. Communication with the community often takes place via the district website. The district also publishes a quarterly publication that is sent out to the community to ensure those who do not have Internet access are informed and connected.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The sustainability plan includes strategic coordination of other resources to grow the program and sustain the project. Buy-in from all stakeholders, including teachers, students, and parents, is integral to the success of this project. The district currently has available personnel who are committed to providing support for the success of the project, including the superintendent and board of trustees. Creating a competitive edge for Somerset ISD's students and preparing them for post-secondary options are key priorities. The district has recently reimplemented other initiatives with this scale, i.e., STEM labs in grades 5 through 12 and the commitment at all levels remains strong. Sustainability will thrive with strategic plans, ongoing support and professional development, and successful implementation feedback. The campus technologist is available to teachers when learning new technology or designing lessons that integrate technology, and will continue to provide on-going support. Monthly meetings and surveys, conducted by principal will also be used to address the needs of all teachers and provide them with a forum to share ideas with the other teachers involved in the grant.

The Hardware Specialist will be available for Chromebook repair to minimize time without access to a device. Students will report any Chromebooks in need of repair to the librarian. The high school teachers will assist in handling insurance claims reported to the librarian. Access to the Internet outside of school is necessary because students will participate in cross-curriculum project-based learning activities for which they will rely on their Chromebooks. Mifi devices will be checked out to students at the discretion of the teacher and librarian for Internet access at home. Wireless access points are available throughout the district and a parent center is being developed to include additional access on site for parents. Using local funds, the campus will also extend school library hours two days a week to provide students with more time to complete homework and projects while on campus.

Parents will be asked to complete surveys to share their feedback regarding the lending program. We will give families information regarding internet program options which offer affordable Internet access to low-income families in the hopes of continuing to provide access at home.

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Teacher, Student, and Parent Surveys and Feedback	1.	Teachers will track student usage and projects
		2.	Students will submit Chromebook and access feedback via project reflections and focus group feedback, at a minimum
		3.	Parents feedback will be collected through semester surveys/focus groups
2.	Student Products and Accessibility	1.	Comparison of time on task with 1:1 versus mobile computer labs
		2.	Goodle Classroom Usage
3.	Project-based Learning	1.	Teachers submit project plans via Google forms
		2.	Students use online resources and tools to complete project
		3.	Students submit projects for evaluation
4.	Online Usage of Curriculum Resources and State Assessment Participation	1.	All 1:1 students are using online curriculum resources
		2.	All 1:1 students transition to online State assessments based on evidence of effectiveness data

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected and disaggregated throughout the duration of the grant by the Implementation Team (campus instructional technologist in conjunction with the district-level curriculum specialist and technology director). This information will then be shared with, evaluated, and adjusted by teachers, students, parents and administrators at scheduled meetings each month the first semester and twice in the spring semester.

Surveys will be a major factor in the evaluation process and will be collected frequently from all stakeholders. The information gathered from these will allow us to consistently and effectively monitor the progress of the program and offer support in a reasonable amount of time. The surveys will also allow for the sharing of positive experiences and suggestions for improvement. Teacher feedback surveys will be conducted every three weeks and evaluated by the Implementation Team. Through these surveys teachers will address how often students are using the device in the classroom. Student surveys will address how often they use their devices for school work, while in class and at home, and will be completed after each grading period. Parent surveys will provide information on how often they see their child using the devices at home to complete school work, and will be completed at the end of each semester.

Teachers will participate in feedback meetings every grading period, during which survey responses such as identified problems, positive experiences, and best practices will be discussed. A committee will be comprised of the Implmentation Team, campus administrators, the librarian, a teacher representative, a parent representative, and two student representatives from the STAT. This committee will meet twice, at the beginning and at the end of the school year to review the checkout/in procedures and discuss the benefits and obstacles faced during the grant.

The STAT will also collect data regarding student technical assistance needs through eTickets in eduphoria and for the Implementation Team to review.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant's funds will establish a Technology Lending Program for designated students at the high school. Existing Chromebook carts will be repurposed for 1:1 accessibility. The district will also purchase additional Chromebooks using Instructional Materials Allotment and district-specific funds to equip students with equitable access to an Internet-enabled device in and out of school. In addition to purchasing the device, respective funds will also be used to purchase protective cases for each device.

Somerset ISD has provided students with a number of online resources and software programs that may be accessed outside of school, such as Discovery Education Streaming, Google Apps for Education, and Edgenuity, National Geographic, and other curriculum resources. With the recent textbook adoptions, the goal is to shift towards online textbooks.

Students' limitations to Internet beyond the school day impedes teachers from fully integrating these programs into their daily instruction. Therefore, the grant and respective district funding will also allow us to provide students with Internet access at home with the purchase of Mifi devices that may be checked out by students. By supplying all students with the same device, teachers will be able to set reasonable expectations for student projects and assignments through a clearly established digital learning community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD mission has been to ensure that all students are college, career, and citizenship ready and to create equitable access to digital learning tools that prepare them for a global workforce. Graduation rates are up, dropout rates are down, college acceptance rates are up with a strong GEAR UP program and local expectations, and as of last year, we are now seeing Ivy League University acceptances to include Cornell and Harvard.

All decision are made based on the impact with students and student outcomes. Beyond the board goal for student achievement, another goal is to create equitable opportunities for all students. Closing the digital divide is, therefore, necessary to ensure that Somerset ISD students who are economically disadvantaged are ready to compete with peers statewide and nationwide with 21st Century learning experiences that build consumers and producers of knowledge.

The expectation for student-centered, student-led instruction and teaching and learning practices that place the student at the center of learning require digital access to create the products and outcomes required for Project-Based Learning and higher level products and outcomes. The district has invested in the training required for staff, and they have embraced the PBL model as an authentic vehicle for learning. The digital resources are necessary to take the work to the next step.

Last, creating a community of learners with parents as partners is also a district priority. The extensions with families strengthens capacity building efforts, an important part of the learning experience.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Somerset ISD students currently have internet access accessible at the high school campus. Our plan includes hot spot devices that provide internet access beyond school access areas. The students will be able to check out a Chromebook along with a hot spot device. The devices will provide the off-campus internet access which includes the student's residence and/or during the transport of students to their residence.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD uses the Teacher Advancement Program (TAP) framework for instruction and adheres to a defined set of classroom strategies that improve student performance, including focusing on students collaborating in small groups to complete activities that encourage questioning, scaffolding, discussions, and literacy groups. In addition, Project-based Learning training and implementation has been in motion at the high school. These strategies will allow for purposeful integration of personal student devices. An obstacle often faced by teachers when planning for small groups is the need to be in more than one place at a time, hindering them from concentrating on the needs of the group in front of them. The Chromebooks will provide students with more resources to support multiple objectives during classroom instruction time. Teachers will be able to post assignments online that include video tutorials or online articles for students to review independently in or outside of class via Google Classroom.

Classroom practices for instruction and management will appear seamless, as students are currently using Chromebook carts. New expectations and practices will need to be established to ensure that students bring devices daily and are prepared to engage in instruction with devices that are ready for use.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD provides a number of electronic resources for student and teacher use. The multiple programs we provide are used for classroom instruction, remediation or research activities. The plan is to move towards full adoption of digital instructional materials when students have 1:1 access. Currently, teachers need to reserve time in a computer lab or check out the mobile lab to ensure everyone has the opportunity to benefit from the resources. Digital resources include, but are not limited to:

- Google Apps for Education is designed for students to have access to Google Drive for their core curricular class work and projects. It provides data storage, but more importantly it allows for collaboration among users, as students can share among peers and teachers.
- Discovery Education provides students core curricular learning opportunities with a variety of digital media presentations. Teachers can assign activities to continue learning during allotted computer lab time. Students have access to accounts at home which provides continual instruction and/or practice.
- The use of eBooks provides students with a variety of literature due to the vast library of core curricular content. Students are able to continue reading the literature any time a device is available without the worry of misplacing a loaned hard copy.
- Imagine Math, an online program, allows students to learn math at school and at home with personalized and explicit instruction, meaningful practice, and real-time support from certified U.S. math teachers. Students currently have access only during scheduled computer lab times.
- The Read 180 reading program supports the student population in multiple ways. It builds early literacy skills, supports English language learners, and provides remediation for at-risk or struggling students. It is presently available in campus computer labs.
- Naviance online resources are used for college and career planning with all students.
- Khan Academy resources are also used and will be expanded with this initiative, along with other college preparation materials.
- STEMscopes is a proven online science program that provides instruction with hands-on, inquiry-based activities. This program currently is available in a classroom setting to allow for hands-on activities.
- National Geographic digital curriculum for English Language Learners.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD currently has a network infrastructure of a 1gb backbone. We currently have a 500 mbps of direct internet access. This exceeds the recommended bandwidth of at least 100kbps per student. Somerset High School has internet access in every classroom as well as the cafeteria, gymnasium and common areas. Our plan is to purchase Chromebooks which require very little technical support. Somerset ISD currently has Google accounts for every high school student. The students are already utilizing these accounts and Chromebooks. The Somerset Technology Department will work hand in hand with the Somerset High School staff to provide technical support, we have included an additional extended warranty for repairs to the hardware.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The same process for check-in/out will be used for all Chromebook users, including those funded through this grant. Students, along with their parent, or guardian, will be required to attend or view orientation procedures, if enrolling later, and sign a Chromebook agreement form. A live orientation session will take place during Parent Night in September. They will then need to sign the Chromebook User Agreement, certifying that they completed the orientation session and that they understand their responsibilities in accepting this device from the district.

During the first week of school, students will need to participate in an online Digital Citizenship course. While this has been done in the past, the 1:1 agreement will allow for systemic rollout and retaking the course. Upon completion of the course, they will need to pass a Digital Citizenship assessment with an 85% or higher. Scores will be reported to the Implementation Team, who verify and track passing scores. Students will receive a clearance receipt that will need to be presented to the Librarian in order to checkout a device from the library. The two key players in the checkout/in process will be the campus librarian and the high school technology teacher who is assigned a first period Chromebook management slot. Each device will be engraved with the district's identifying information at the time of purchase, and barcode labels will be added upon their arrival to the campus.

Check Out - Students who have met all of the requirements to participate in the Program will receive a receipt that will be needed to check out a device from the library. All Chromebooks will be distributed during English classes. Only students with the clearance receipt will be issued a Chromebook at this time. The Librarian and the Technology Teacher will collect the clearance receipts and scan the devices as they are checked out to students. Any checkouts that do not take place on the initial checkout day, will be handled as needed during English classes throughout the year.

Check In - During the last full week of school, the students will once again be brought to the library, along with their assigned Chromebook, during their English class. Chromebooks will be inspected for damage. Any student who withdraws from school throughout the year will need to return the Chromebook as part of the withdrawal process. The user agreement will include stipulations for checkout and liability. The Librarian will then inspect the Chromebook and provide the student with a receipt that will need to be presented during his or her exit interview.

Repairs - Students must report all Chromebooks in need of repair to the school librarian. The Librarian will complete a ticket using the district's Helpdesk system in Eduphoria, which will alert the district hardware specialist. Technology department staff will then determine if this is a repair that can be handled in-house or whether warrant claims should be submitted. The Technology Teacher will handle any repairs that must be filed through the insurance company.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An Acceptable/Responsible Use Policy will be used for students, as currently required for staff. All of the Chromebooks and Mifi devices will be barcoded and tracked. Using this system will allow the campus to keep track of and check out the equipment to students. The only two people on the campus that will be able to check out devices to students are the librarian and the technology teacher. This will ensure that the established procedures will be followed and that all documentation is in order.

The district will purchase insurance/warranty coverage. The policies and user agreement will cover non-warranty related repairs, including physical damage from drops or spills. This coverage is necessary to protect the investment.

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